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ABSTRACT

In 1977, a group of Massachusetts educators and administrators entered an agreement to exchange educational and instructional resources among themselves. This consortium now includes 7 public school systems and 11 agencies within the Greater Boston area, 5 universities, and 4 international schools outside the United States. School of Education students complete field work in a variety of settings offered by the member schools and agencies. Consortium members advise on matters of curriculum reform and performance evaluations, and serve as teaching associates in required courses. Consortium initiatives for children have included after-school enrichment programs, artist-in-residence programs, cultural presentations, and on campus physical education programs. Exchange ventures have brought inner-city and suburban children together. The consortium gives Boston University a genuine laboratory in which to test theory and has given the field members an opportunity to enhance their skills, learn from each other, and work with university faculty in shaping future professionals. The Consortium Council By-Laws are attached. (JD)

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ED318692

BOSTON UNIVERSITY SCHOOL OF EDUCATION CONSORTIUM

ASSOCIATION OF TEACHER EDUCATORS

FEBRUARY 1990

U.S. DEPARTMENT OF EDUCATION
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APPLICATION COVER SHEET FOR THE ASSOCIATION OF TEACHER EDUCATORS' 1990 DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD

Name of Program: Boston University, School of Education Consortium

Full Legal Names of Institutions Involved: Boston University

Seven (7) School Districts in the Greater Boston Area* and Eleven (11)

Affiliated Agencies excluding "Honorary Overseas Members"*

City and State: Boston, Massachusetts

Levels and Number of Faculty and Students Involved (undergraduate, graduate, elementary, secondary, -- list all descriptions that apply): **
Undergraduate Students - 461; Graduate Students - 59; Field Supervisors - 27;

University Faculty - 25; University Faculty Supervisors - 24;Field Associates

(Practitioners in Schools and Agencies) - 569; Children and Youth served - 7469

How many Schools / School Districts are involved? Seven (7)
How many " affiliated agencies" are involved? Eleven (11)
How many Colleges or Universities? One (1)

How many years has this program been operational? Currently in thirteenth year.

Target Area for the Program (inner-city, urban, suburban, rural): Inner-city, urban, suburban,

and international sites in England, Niger, Israel, Thailand, and Costa Rica

Funding for Program (grant, external, collaborative with both contributing):

Funded by Boston University, School of Education

Name / Title of Teacher Education Program Director:

Thomas E. Culliton, Jr./ J. Richard Chambers (Co-Directors)

Address: Room 240, School of Education, Boston University

605 Commonwealth Avenue

Boston, Massachusetts 02215

Telephone: (617) 353-3223

* Please see attached sheet for complete listing

** 1988-1989 Academic Year

Boston University
School of Education Consortium
Membership

School Districts (Massachusetts)

Boston Public Schools (North Zone)
Brookline Public Schools
Chelsea Public Schools
Concord Public Schools
Lexington Public Schools
Newton Public Schools
Somerville Public Schools

Affiliated Agencies (Massachusetts)

Cambridge Department of Human Services Program
Cambridgeport Children's Center
Children's Hospital Medical Center
Clinton Path Pre-School
Jackson Mann Community School and Council, Inc.
Kennedy Memorial Day School Program, Franciscan Hospital
The League School of Boston, Inc.
Radcliffe Child Care Center
Roxbury Multi-Service Center
Technology Children's Center
Therapeutic Center, Vin Fen

Honorary Overseas Affiliates

University of Liverpool, Liverpool, England
University of Reading, Bulmershe Court, Reading, England
University of Niamey, Niamey, Niger
The American International School, Niamey, Niger
University of Costa Rica
The Lincoln International School, Morovia, Costa Rica
American International School, Bangkok, Thailand
Walworth Barbour American International School, Kfar Shmaryahu, Israel
Tel Aviv University, Tel Aviv, Israel

University

Boston University

With the exception of the Honorary Affiliates, each unit is represented on the Boston University School of Education Consortium Council. When representatives from the Honorary Affiliates are on the Charles River campus, they are included in Council meetings and deliberations.

Boston University
School of Education Consortium
Teacher Education Program

Summary

In 1977, a group of Massachusetts' educators and administrators entered an agreement to exchange educational and instructional resources among them. In 1989, this Consortium includes seven public school systems and eleven agencies within the Greater Boston area; five universities and four international schools outside of the United States.

School of Education students complete field work in a variety of settings offered by the member schools and agencies. Consortium members advise on matters of curriculum reform, performance evaluations, and serve as teaching associates in required courses.

Total funding from the Boston University School of Education operational budget has exceeded 1.2 million dollars. Consortium initiatives for children have included after-school enrichment programs,"artist-in-residence programs," cultural presentations, and on-campus physical education programs. Exchange ventures have brought inner-city and suburban children together. Funds also support Field Associate Boston University scholarships for teachers, and in 1989 will provide funds for the Consortium's first professional development mini-conference to which an invitation has been extended to the Under Secretary of Education.

This Consortium has strengthened all units. It has given the University a genuine laboratory in which to test theory, and it has given the field members an opportunity to enhance their skills, learn from each other, and work with University faculty in shaping future professionals.

Introduction

The Boston University School of Education Consortium celebrated a decade of operation in May of 1987. It was a startling realization that many who had been a part of its struggle to be born had remained to sustain its efforts. Over time they have been joined by "graduates" of the program, senior members of their schools' administration units, and others from distances well beyond the geographic range initially envisioned. This entry is a tribute to them all. It reflects a genuine collaboration that has endured in the face of some of the most difficult years experienced within our profession.

The following statements reported as "strengths" are drawn directly from the report of the NCATE site team which visited Boston University in April of 1989:

> "The well conceptualized design and implementation of a pre-practicum experience...dealing with issues and experiences in multicultural urban settings seem to prepare students well to succeed in today's schools....
>
> The Consortium provides an opportunity for a close and continuing relationship between the unit and local schools, and public service institutions and agencies....The units maintain a multiplicity of programs that provide professional development for and/or utilize the expertise of local school personnel."

As the Consortium has evolved, a series of terms have become a part of "its" vocabulary but will seem unfamiliar to those who come upon them for the first time. For that reason, we have included below a listing of terms to assist the reader.

Affiliated Agencies: Human service organizations, both public and private include community schools; medical facilities both outpatient and hospital -based; special education programs, both public and private; child care centers; and museums.

Allocations Committee: An elected standing committee of the Consortium Council. Representatives from the school systems, the agency cluster, and the University, in addition to the Consortium Council's Treasurer, serve as a review panel for all requests for funding. These requests must have the approval of the chief officer of the cluster unit such as the superintendent of the school system, the cluster coordinator, and the consortium representatives from the cluster.

Cluster: A single school system (with the exception of the Boston Public Schools' North Zone which is considered the equivalent of two clusters); all affiliated agencies which are considered a single cluster. There are nine "clusters" within the Consortium. Each has an equal voice and vote on the Consortium Council.

Cluster Coordinators: Boston University School of Education faculty assigned to each of the clusters for the purpose of assuring communication and coordination of field-based assignments of Boston University students.

Consortium: The formal organization encompassing the clusters and all Boston University faculty and administrative participants.

Consortium Council: The governing body as defined in the by-laws. This council, comprised of practitioner and administrative representatives of each cluster and the University, sets policy regarding allocations, membership, and activities within the purview of the Consortium.

Consortium Directors: Boston University senior faculty responsible for the coordination and administration of all Consortium activities. They report directly to the Dean of the School of Education through the Associate Dean for Administration and Field-based Programs.

Cross Clustering: A formal collaboration of two or more clusters in the implementation of an educational program. This may or may not include the expenditure of Consortium funds.

Field-based Pre-practicum/Practicum Courses: Courses in which there is a substantial field component and in which the evaluation of the student's performance in that component is the responsibility of both the University supervisor and the cooperating practitioner.

Practitioner: Teacher or educational specialist in the field setting.

School-Wide Courses: Field-based courses required of all School of Education students. These carry an ED prefix.

Program Goals

The Consortium provides a foundation for the field-based teacher education and administrative training programs at the Boston University School of Education. Sharing the School's goals of excellence and equity the Consortium also shares in the School's responsibility for preparing students to work with children, parents and other adults in a range of educational settings. Its specific goals are as follows.

Goal: To prepare educators for service in both formal and informal educational settings.

This goal is advanced by the Consortium through the placement of aspiring educators in settings under the guidance of experienced educators.

Goal: To advise in matters related to the School of Education's curriculum.

This goal is advanced by the relationship unique between the Consortium, its Council, and the School of Education (SED). Consortium members have served on curriculum development committees; advised in matters of design of assessment instruments and procedures; provided guidance in the development of the interdisciplinary sequence about to be adopted for programs in early childhood education, elementary education, physical education, special education, and bilingual education.

Goal: To improve current educational practice.

This goal is advanced by the continual exchange of ideas among practitioners and members of the University community around the common concern for the training of educators and the problems which are addressed each day in the myriad of settings within the Consortium.

Goal: To exchange knowledge and resources among units engaged in a variety of educational ventures.

This goal is advanced through the inter-cluster activities by which practitioners, university personnel and children come together to enhance the learning and to share their resources.

Goal: To continue the education of all consortium participants, through professional development programs drawing on knowledge from within and beyond the Consortium .

This goal is advanced through activities of the Consortium Council in which the "spotlight" is focused on some aspect of an on-going program. This includes "spotlighting" overseas members, the research of faculty from the School of Education, presentations by individual Consortium units at their site, and joint programs developed for the benefit of all the professionals affiliated with the Consortium.

Goal: To provide funds for specific activities, supplies or other resources directly related to the instruction of children and youth , and the professional development of practitioners within the clusters.

This goal is reached by the annual allocation of funds from the School of Education's operating budget. It is supplemented by scholarships specifically allocated to Consortium units and those available to individual participants through the Field Associate Scholarship Program.

Goal: To make University services available to all practitioners within the Consortium. Membership in the Consortium provides privileges usually reserved for faculty and alumni at University library facilities, Case Athletic Center, the Boston University Dental School, and the Boston University Bookstore.

Program Overview and Description

This Consortium has at its base, nine "clusters" which facilitate the communication, cooperation, and exchange of knowledge and services between the School of Education and these affiliate clusters. Each cluster has agreed to abide by the decisions of the Consortium Council, and serves as the major vehicle for management of this collaboration. The Consortium, made up of administrative and practitioner representatives from each of the clusters and representatives from the University assigned to each cluster, is guided by the following set of understandings:

1. Each cluster is viewed as unique, that is, each brings to the Consortium and to the Consortium Council its individual needs which the Consortium Council is obligated to address.

2. Each cluster brings its strengths which can assist other clusters in areas of need. This has resulted in clusters banding together to seek funding for what are known as "cross-cluster" activities. These have been so successful that the Council now sets aside a specific portion of its annual budget to guarantee their funding.

3. Each unit recognizes that no one unit, including the Boston University School of Education, has a monopoly on excellence.

4. Each cluster is charged with the responsibility of assuring that its members become willing partners, teachers, and learners in creating an educational environment whether in the field or on the Boston University campus. This includes cooperation in such matters as Boston University student placements, provision for use of facilities, and adherence to the guidelines for funding proposals which are brought to the Consortium Council Allocations Committee for approval.

5. Each cluster is further obligated to recognize that the Consortium provides the foundation for the field-based programs at the School of Education.

Figure 1 which follows was originally drawn up in 1979. A decade later, it remains substantially unchanged. It delineates the links between the Consortium Council, the Clusters, and the School of Education. The Consortium Co-Directors, faculty members of the School of Education, are responsible for the day to day operation of the program and report directly to the Dean through the Dean's Representative, the Associate Dean for Administration and Field-based Programs.

Within the figure, relationships of a supervisory nature are illustrated by solid lines. The dotted lines connect elements between which the relationship is best characterized by information exchange and collaboration. All elements have, or have control over, capabilities or resources that are essential to the functioning of the Consortium.

Functions within the Consortium

Consortium Council (B). This is the policy making and management body of the Consortium. It operates under a set of By-Laws and in accordance with parliamentary procedures. It is composed of representatives from each cluster of the Consortium. It has the authority to approve cluster requests for services or resources. Changes in Consortium membership are made only with the advice and consent of the Consortium Council.

Dean of the School of Education (C): The Dean provides leadership and support of the Consortium Program and has the authority over its budget. He is responsible for the overall operation and all appointments within the School. In this capacity he delegates authority to an associate dean (D) to oversee the Consortium's budget.

Cluster School or Agency Administration (A): In all but one cluster, this is the administrative unit headed by the Superintendent of Schools. The remaining cluster represents the affiliated agencies. The cluster administration (A) supervises practitioners (I) and cluster representatives to the Consortium Council (F). The administration authorizes participation of their systems in the consortium and monitors activities.

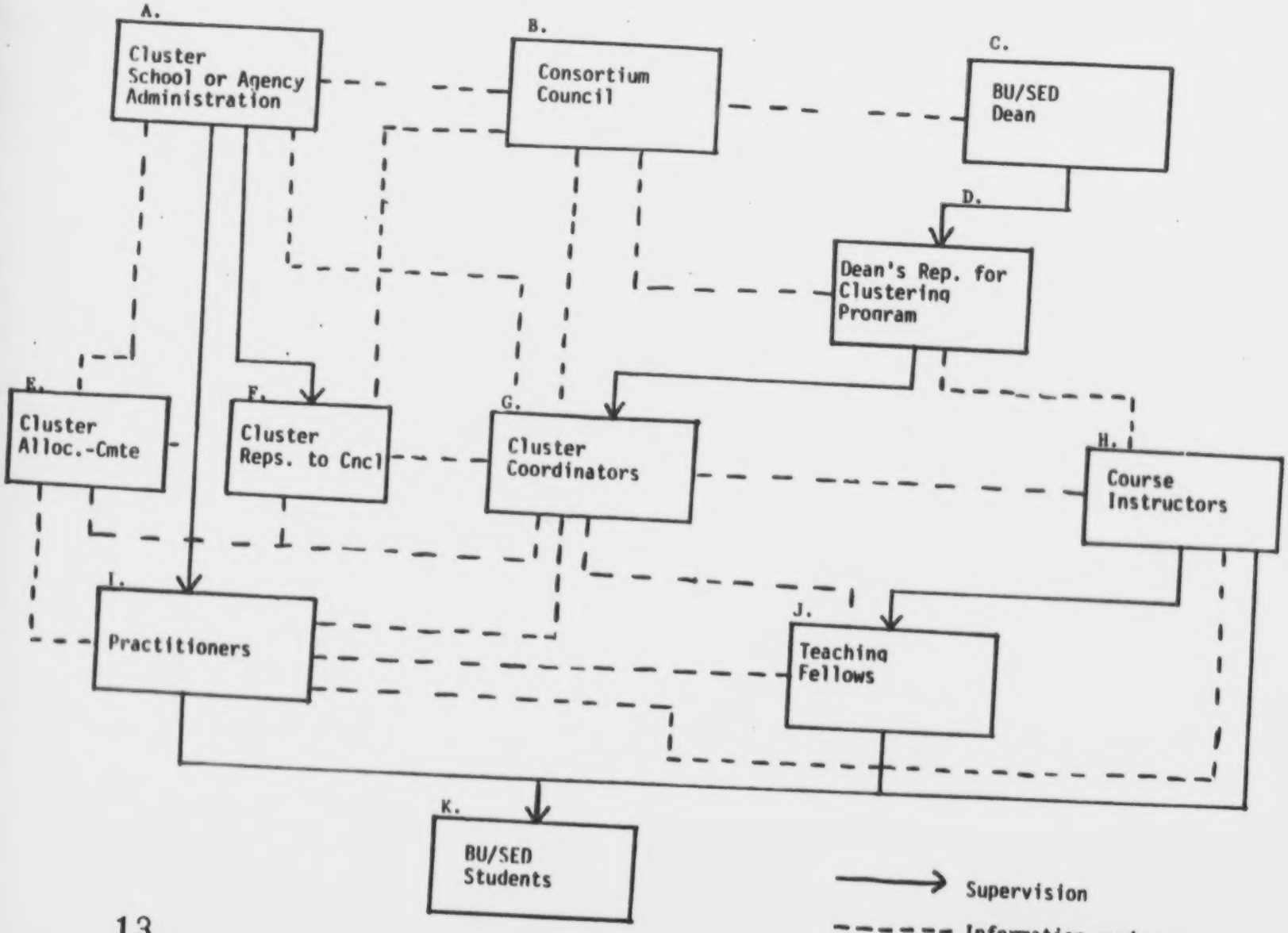
A.
Cluster School or Agency Administration
B.
Consortium Council
C.
BU/SED Dean
D.
Dean's Rep. for Clustering Program
E.
Cluster Alloc.-Cmte
F.
Cluster Reps. to Cncl
G.
Cluster Coordinators
H.
Course Instructors
I.
Practitioners
J.
Teaching Fellows
K.
BU/SED Students
Supervision
Information exchange
Collaboration

FIGURE 1.

The Dean's Representative (D): The Dean's representative provides appropriate guidance for, and monitors the activities of, the Consortium. He or she supervises the Cluster Coordinators and Consortium Directors (G) and as a member of the Consortium Council advises regarding Boston University (BU) and School of Education (SED) regulations, policies, and conditions under which BU/SED resources are committed to the Consortium.

Course Instructors (H): Instructors supervise the teaching fellows (J), students (K) and are responsible for instructing and grading students in their courses.

Teaching Fellows (J): Teaching Fellows supervise students (K) in the field-based portion of the pre-practicum course. They cooperate with cluster personnel to ensure that SED students are provided opportunities to meet course requirements. They monitor student performance in the field, and assist the instructor in teaching.

Students (K): Students study and work with practitioners (L) and teaching fellows to accomplish the field-based portion of their courses. They observe the teaching techniques and management systems in place within the educational organization to which they have been assigned. They assist the practitioner as appropriate and work with small groups of children under the supervision of the practitioner.

Practitioners (I): Practitioners are the teachers and community agency professional personnel responsible for clinical supervision of students in their classrooms and agency settings.

Cluster Representatives to the Consortium Council(F): Each cluster is allotted two representatives to the Council; one is a practitioner, the other an administrator. As members of the Council, they participate in its discussions, serve on its committees and vote on all matters which come before the group.

Cluster Allocations Committee (E): The Cluster Allocations Committee is constituted somewhat differently in each cluster. They have the same functions and operate according to common principles. Individuals or groups within the cluster generate

requests for services or resources, within the cluster's annual allocation. Such requests reflect the needs and ideas of the practitioners but must also be approved by the administration (A) and Cluster Coordinator (G) prior to submission to the Consortium Council's Allocation Committee which provides the final authorization.

Cluster Coordinator (G): Cluster Coordinators represent the Boston University School of Education and coordinate and monitor all activities within the cluster for which they have responsibility. The coordination of their activities is the responsibility of the Consortium Co-Directors who also serve as Cluster Coordinators.

The Process of Program Implementation

In the fall of 1977, following a period of exploration of options both nationally and in the region, representatives from the Boston University School of Education gathered with practitioners from school districts and agencies to move from the stage of theory to the stage of practice. Fortified by a common set of goals and the support of their organizations, they generated the by-laws which could guide the Consortium Council as it managed the affairs of an operation which could affect the lives of hundreds of children. Monthly meetings were held in the communities represented by the Consortium membership and in the sites where Boston University students would be joining practitioners on a daily basis.

Early on, the deliberations of the Consortium Council focused upon the programs in teacher preparation at Boston University. It was determined that a committee would develop an introductory course in education which would involve a field component and would be taught jointly by field practitioners and University faculty. Within a brief period of time two comparable courses were developed for students in freshman and sophomore standing. These courses were approved by the School of Education faculty and have become the base of the school-wide teacher education program both at the undergraduate and graduate level. They represent the initial field experiences of all School of Education students. They are the base of understanding on which the final pre-practicum experiences, focusing of the development of teaching strategies, and the final practicum are built.

Over the past thirteen years, the Consortium has been the organizational structure which has made possible the placement of students in the pre-practica and final practicum in public schools and agencies. It has served in an advisory capacity as the School of Education has dealt with certification issues, accreditation and program development. The Consortium is represented in the Council of Teacher Education by the Associate Dean as that body deliberates the modification and refinement of University-wide policies. As

students began to participate in the pre-practicum field placements, it became necessary to have evaluative instruments which could be used to address students' growth. Field members of the Consortium (practitioners) played a major role in the development of these instruments.

In 1983, building on this foundation, the School of Education undertook the task of a major reformulation of the teacher education program based upon what became known as "The Effective Teacher" model. In 1985, following more than twenty-four months of deliberation by the faculty and with the advice of the Consortium, nine rationales were adopted, each related to the "effective teacher" model. The recommendations growing out of the rationale statements strengthened the themes of cultural diversity, a common professional core and recognition of the importance of a teaching specialty, respect for the art of teaching and acceptance of a professional curriculum whose outcomes could only be tested in a field setting. This once again focused on the importance of the relationship to the field.

This relationship continues to flourish. It has expanded to the point where current Consortium activities focus not only on providing an appropriate setting for aspiring teachers, but to focus upon providing exceptional experiences for practitioners in the field. One such experience is the opportunity for those involved to attend the"premiere" of the documentary video tape produced by one school district depicting the success of the METCO program, a collaboration by which children from Boston attend schools in the suburbs. This was funded in part by the Consortium and will be shown for the first time on the Boston University campus under the auspices of the Consortium.

A second such experience is planned for the spring of 1990 in which over 300 practitioners will be invited to dinner and to a discussion of "Meeting Society's Expectations: The Educator's Dilemma." Planned by a group of Consortium Council members, they await the response of the U.S. Under Secretary for Education to their request for his participation.

Consortium members have available the use of many University services in addition to space such as the University libraries and other facilities. Many take advantage of the opportunities available to them at the Dental School as well as the Case Athletic Center and the Boston University Bookstore.

While no implementation has been entirely smooth, the level of trust and respect which has been engendered over time has made possible the addition of full members to the Consortium, the introduction of "honorary" membership, the joint participation in grant submittals, and indeed to some extent the smooth transition of the University's work in the City of Chelsea. Even as this document is being prepared, members of the Consortium are considering how the City of Chelsea schools and Boston University might join in seeking funds under the Women's Educational Equity Act.

Evaluation Design and Methods of Analysis

The evaluation design is based in the data gathered from multiple sources-- the practitioner in the field, the Consortium Council members, the University faculty and teaching assistants, students, and alumni. Each has a unique perspective.

Hard data come from course grades and scores on final examinations, assessment of student performance in the field, student evaluations, and alumni reflections. At the entry level field courses (ED 100 and ED 500), the assessment of performance in the field is the prime responsibility of the practitioner. The teaching assistants and the professors responsible for the courses provide a written narrative on the student's overall performance. This is available to the student's faculty advisor for career and academic counseling.

Above that level, assessment of performance in the field is the joint responsibility of the University supervisor and the practitioner. At the time of the final practicum, the responsibility is shared equally. The endorsement of the student for certification requires the endorsement of the practitioner and the University supervisor, although responsibility for the grade rests solely with the University. The field evaluations are taxonomically designed to assure an assessment of progress over the entire period of study.

The Cluster Coordinators meeting with the Consortium Co-Directors and the Dean's representative are responsible for the overall direction of the school-wide courses and all field-based experiences. They monitor the activities on a regular basis, using the information gained from the practitioners, field supervisors, the faculty, the students and the alumni.

Each source of data is examined by the Consortium Co-Directors and the Dean's representative, as appropriate. They determine what questions should be reexamined based upon the data and work with the appropriate group-- University faculty, Department

chairmen, Cluster Coordinators, Consortium Council, and/or the Dean's Office--to modify practice based upon these deliberations.

In the following section, devoted to the results of evaluation, specific examples are given in relation to the influence which each group has had on this continuing evaluation.

Results of Evaluation

The success of the evaluation design is best judged by its effectiveness in providing a mechanism by which the organization can assimilate information from the vested groups and use this information to modify a program while it is in progress. In order to demonstrate the effectiveness of the evaluation component of the program under consideration, it is appropriate to provide specific instances in the 1988-1989 academic year in which the process has resulted in changes to the program within the initial framework. These changes are identified by the target audience involved and the substance of the change.

University Faculty: The most significant change during this period related to the modifications in the module known as "ED 101." Initially designed to provide an early opportunity to raise the awareness of students to children with special needs as they would encounter them in the initial pre-practicum (ED 100), this module had been in place since the reformulation of the teacher education programs in 1985.

As a result of the action taken in the spring and summer of 1989, students entering ED 100 and ED 101 in the fall of 1989 found the module expanded to include an orientation to the Chelsea Project offered by the Dean, an introduction to the issues of certification at the state and national levels, and an expansion of the concept of "special populations." In addition, specific sections were set up in advance to provide students with computer "lab" time in order to assist them in gaining greater familiarity with personal computers and their value in the classroom.

With the addition to the faculty of an individual with specific expertise in urban education and emerging nations, the faculty complement in ED 400 was expanded to take advantage of this individual's expertise.

Cluster Coordinators: In order to accommodate the substantial increase in field placements required, the Cluster Coordinators sought from and received from each

academic program contact, an estimate of the number of placements which would be required in the fall and spring of 1989-1990. They were then able to work with the clusters in the spring of 1989 to anticipate the need. This made placements in the fall move more quickly and assured appropriate placements for the spring of 1990.

Consortium Council: In preparation for the establishment of a specific interdisciplinary sequence of courses in liberal studies, the Council reviewed the proposal submitted by the academic programs and advised as to what it viewed as essential. While it was not surprising that there was little variance from the proposals -- since there had been an ongoing dialogue, a course in urban anthropology was discussed at some length.

The Council also reviewed and modified the form which was being revised for students to evaluate the quality of their field supervision by the University supervisor. The Council endorsed the modified evaluation which is in place this fall.

Dean's Office: The Dean's Office reviewed the compensation offered to teaching assistants in the school-wide courses and sought additional funding for their support. Three of the deans now participate in the ED 101 course.

Student Data: The Dean's Office representative reviewed the student evaluations of the school-wide courses. This review was instrumental in modifying the scheduling and the content of the ED 101 module.

Alumni: The data collected from the formal survey to alumni were reviewed. They appeared to reinforce the importance of the urban focus and the substantial field experiences currently in place. No modifications were made in 1988-1989 as a result of this information.

The most pressing item for the 1989-1990 year will be the definition of the "clinical experience" as proposed for a 1994 second stage of certification in this state. It will be of concern to the Consortium and will require attention as it extends to the selection and training of mentor teachers, and as the internal review of the current procedures are undertaken.

Potential for Adoption or Adaption by Other Institutions

In 1977, those University faculty involved in the formation of the Consortium surveyed institutions across the country to determine how institutions outside of New England interacted with their colleagues in elementary and secondary schools. This Consortium model was based upon discussion of the options in place elsewhere and the goals of the program planned at the Boston University School of Education. It is in place and it does work.

There is an exchange of resources that benefits all parties. The existence of the Consortium Council guarantees that the practitioners will have a voice in the development of programs, disbursement of funds, and the evaluation of the results. The existence of the Allocations Committee assures that there will be no abuses of funding opportunities available to the clusters. The presence of the Cluster Coordinators assures that the University will meet its commitment in support and planning for the field-based experiences for the Boston University students. The presence of teachers and administrators from the field as "teaching associates" in the school-wide courses assures that theory will be related to practice not only in the field but in the University classroom.

It is adaptable to other situations. As the national trend focuses upon mandated partnerships between colleges and universities and school districts, additional impetus is given to the Consortium model.

There are costs to the University, but the benefits outweigh these. The districts have a real need for discretionary funds; colleges and universities are in a unique position to provide these funds, limited though they may be.

The current Consortium budget of just under $70,000 supports over 550 students in an academic year. The exact number of students is not an issue since the commitment is to provide as many placements as are necessary. Scholarships account for a minimal additional expense of $10,000.00. The accounting for this type of scholarship exchange

varies from institution to institution. It does not, however, represent a "cash" transaction. This is a working model that recognizes the contributions all parties bring to the collaborative.

It has been tested in a climate where trust had to be built between agencies and schools, between the field and the University. Because it has a system of checks and balances and a means of modifying the relationship, it is able to respond to changing conditions. Because it is viewed as a professional collegial relationship, those involved have been willing to remain in a volunteer capacity as members of the Consortium Council, some for as long as the entire thirteen- year period. Cluster Coordinators, while eligible for reduced load, seldom if ever request such relief. No member of the Consortium Council is thus reimbursed for his or her effort.

Implications and Conclusions

This written presentation outlines the history and current operation of the Boston University School of Education Consortium. It documents the evolution of the program and the cooperative relationship between field associates and the University. The implications are that it has become institutionalized and yet remains sufficiently flexible to respond to changing demographics and important themes in education. The conclusions are as follows:

The Test of Time: The Consortium has endured for more than a decade. It remains alive and vital today. All parties acknowledged that the University's budget would not permit increases in response to inflation; this was accepted as the price of retaining the professional relationship which had been developed.

The Test of Influence: There has been no move on the part of the University nor the practitioners to wrest control from the Consortium Council. Modifications have come through deliberations by the Council and changes in its by-laws. The Consortium components remain in place and function appropriately.

The Test of Currency: At the next Consortium Council Meeting, the agenda will include a report from the subcommittee planning the professional development mini-conference. Its concern for the role of the teacher in the next century demonstrates that the Consortium provides a forum for discussion of major issues as well as those related to the everyday success of such a collaborative.

If it can work in a location where there are over fifty institutions preparing teachers and seeking placements, in a geographic region where there are few openings for entry level teachers, and in a state where the financial climate is a matter of national attention; if it can work between a private institution and public schools, private schools, human service agencies and museums, it is worth a second look. The Boston University School of Education Consortium has stood the test of time.

CONSORTIUM COUNCIL BY-LAWS

BOSTON UNIVERSITY SCHOOL OF EDUCATION

AND

AFFILIATED CLUSTERS

REVIEWED

5/8/86

PREAMBLE

The goals of excellence and equity guide the academic, research and service activities of faculty and students in the School of Education. Our commitment to these goals is reflected in the comprenensive academic programs of the School. We seek to prepare students from all backgrounds to work with children, parents, and other adults in a range of educational settings. We further seek to prepare students to address problems and issues of excellence and equity for all learners, especially those who have traditionally had limited access to appropriate and effective education.

Research and service centers and clusters of the School focus on pressing and significant educational problems. Centers and clusters sponsor projects that have as their common goal the generation of knowledge that informs the practice of education in schools and community agencies and organizations which have educational purposes. Priority is given to research and service that address problems and issues of educational equity and excellence for groups who have traditionally had limited access to quality education.

By virtue of its location in the City of Boston, the School places particular importance on addressing educational problems that appear to be characteristic of, but not limited to, the city and surrounding metropolitan centers and other urban centers which we seek to service. The School of Education, by virtue of its long-standing commitment to serve the international community, also seeks to serve the goals of equity and excellence in the countries that share this commitment.

The Consortium Council originates from a need to develop a program which provides a means of cooperation among practitioners and the School of Education as to: (1) the preparation of educators, (2) the improvement of educational practice, (3) the exchange of knowledge and resources, and (4) the continued education of all practitioners, including School of Education faculty. Policies and practices of practical experiences for School of Education programs are consistent with the mission of the School.

ARTICLE I.

PURPOSE

The purpose of the Consortium Council shall be to enhance educational quality for all concerned, whereby selected educational agencies enter into a collaborative relationship with the School of Education to improve the instructional services exchange between the two. The arrangement for this collaboration takes the form of clusters of educational agencies which serve to increase the communication, cooperation, and exchange of knowledge and the services between the School of Education and its affiliates. The Consortium Council, the policymaking body, represents the varied individual groups in the program. It serves as the major vehicle for management of this collaboration of clusters. Collaboration is the term which best describes and defines the relationship existent in the Council.

1) Each cluster is unique, that is, each brings to the Council its individual needs which the Consortium seeks to address.

2) Each cluster brings to the Council its strength which assists other clusters in areas of need.

3) Each institution recognizes that no one institution has a monopoly on excellence. Each institution is seen as having resources capable of meeting the needs of its sister institutions.

4) Each cluster is charged with the responsibility of having its members become partners, teachers and learners in creating an educational environment which permits an exchange of ideas.

5) Each cluster encourages the exchange of ideas among all participants.

6) Each cluster recognizes the importance of and supports the content of the pre-conditions so that the purpose for which the Consortium Council was created may be realized, namely, preparing aspiring professionals for teaching and working in diverse situations.

ARTICLE II.

MEMBERSHIP

Section A. Definition

Membership in the Consortium Council consists of representation from the affiliated clusters and School of Education personnel. The Consortium Council, a policymaking body, represents the varied individuals and groups in the clustering program.

A cluster is hereby defined as a set of educational agencies, either public school or community agencies which are committed to the exchange of knowledge, people, and other resources between themselves and between them and the School of Education. To encourage a metropolitan sharing of educational resources within the clustering program, clusters are chosen to represent a cross-section of communities in the Greater Boston Area. These clusters represent pre-school, elementary, middle and high schools; urban and suburban areas; and a variety of community educational agencies. Although individual clusters may vary in types of agencies, all clusters shall have the following characteristics:

1. The School of Education instructional goals match the type of role for a student placement in a cluster program.

2. The needs of a cluster member match the services that the School of Education field instructional programs can provide.

3. The collaboration between the School of Education and the cluster members enhance the educational quality of both institutions.

4. Access via public transportation between the School of Education and cluster schools or agencies.

5. A climate which offers the School of Education students a broad range of field experiences and opportunities for participation in the total program of school or agency.

Section B. Membership

1. Cluster Membership

a. School Systems

There shall be two members, one teacher and one administrator, from each of the following systems:

Boston-District A (1)	Concord
Boston-District A (2)	Lexington
Brookline	Newton
Chelsea	Somerville

The members shall be chosen by each school system.

b. Agencies

There shall be a cluster of agencies, the specific membership of which will be determined by the cluster itself.

c. Boston University Coordinators

2. Voting

Each Cluster shall select voting representatives to the Consortium Council.

a. School Systems

Each cluster will be allocated two votes

b. Agencies

The total votes for the agencies shall be eight votes, the distribution of these votes to be determined by the agencies.

c. Boston University Coordinators

Each Boston University Coordinator will be accorded one vote.

Section C. Alternates

Each member of the Consortium Council may choose one alternative member per term, the name of whom must be presented in writing to the secretary of the Consortium Council. In the absence of the regular Consortium Council member, the alternate holds all the rights and privileges of regular membership.

ARTICLE III.

POWERS OF THE CONSORTIUM COUNCIL

The professional development of educators requires cooperation among the institutions involved. Shared decision-making and responsibility for policy are necessary. However, each institution takes the major responsibility for instruction and personnel within its specific sphere. For example, the part of the program that is college-based requires that the college faculty take major responsibility for designing and teaching courses, although members of schools and educational agencies can act in an advisory capacity for program planning and teaching. Conversely, the school or educational agency and students therein are the main responsibility of the school district or agency personnel. Therefore, college personnel adivse and counsel, but are not decision makers for these agencies.

The Consortium Council has the function and responsibility, within the legal limits of procedures in the following areas:

1. The acquisition, processing, storage, and dissemination of a management information system (sites; supervision; resources).

2. The exchange of resources among Consortium members including identification of available resources, procedures for exchange, monitoring and evaluating (with cost analysis).

3. Preparation and management of resources budget; administration and evaluation of the allocation of resources with annual review of usage.

4. Analysis of the distribution of student placements and adequacy of sites.

5. The development, management, and evaluation of collaborative efforts of members of the Consortium.

6. Preparation of the annual report to the Dean, faculty and field site personnel on the adequacy of supervision arrangements and recommendations for continued development of the program.

ARTICLE IV.

OFFICERS

Section A. Chairperson

The Chairperson shall have the following rights and duties:

1. To preside at each regular and special meeting of the Council, and to conduct the meeting consistent with accepted rules of Parliamentary procedures and the by-laws.
2. To serve as the Council's elected chairperson for no more than two (2) consecutive terms.
3. To establish standing and/or ad-hoc committees, with the approval of the Council, and appoint temporary convenors of the committees when necessary.
4. To act as an ex-officio (non-voting) member of every committee.
5. To vote at Council meetings only in the event of a tie vote (then the Chairperson shall vote to break the tie).
6. To call for reports from each standing committee at the time of each council meeting.

Section B. Secretary

The Secretary shall have the following rights and duties:

1. To record, prepare, and keep minutes of all Council meetings.
2. To see that notice of Council meetings, agenda, minutes, and other pertinent information are distributed to the membership at least seven days prior to Council meetings.
3. To see that records of all Council activities are maintained.
4. To maintain a copy of the by-laws, the membership list, Council motions, contracts, legal papers, and official documents.
5. To preside at meetings in the absence of the Chairperson.

Section C. Treasurer

The Treasurer shall have the following rights and duties:

1. To see that an accurate record is kept of all Council funds.
2. To keep accounts of receipts and disbursements, and make these records available upon request.
3. To sign all requests for payment, duly authorized by the Council.
4. To be a member of the Allocations Committee.

ARTICLE V.

ELECTIONS

Nominations shall be accepted for all positions one at a time, from the floor. Candidates for a position do not have to be present to be elected, but their written consent to serve in that capacity must be presented at the time of the election.

Elections shall be by closed ballot where there is more than one candidate for an office, and each Council member shall have one vote.

When there are more than two nominees for a given office, the two nominees with the greatest plurality shall be selected for a run-off election. A majority of the members present is necessary to gain election to any office.

All officers and members of the Allocation Committee shall be nominated from among members of the Council, and elected at the Annual Meeting in June. All terms shall be for one year. Officers shall assume positions at the close of the Annual Meeting.

ARTICLE VI.

COMMITTEES

A. ALLOCATIONS COMMITTEE

The Allocations Committee shall act as the review panel of all financial request for monies to be spent by the Consortium Council. The Allocations Committee shall have the responsibility of approval/disapproval of all such financial requests. Guidelines for approval/disapproval of all allocations requests shall be drawn up by the Allocations Committee and approved by the Consortium Council. The specific amounts of funds to be allocated to each cluster shall be determined by a simple majority vote of the Consortium Council. Members will be elected from the Consortium Council membership at the Annual Meeting in June.

Members shall represent the following:

Three members from the public school system council members

Two members from agency council members

Two members from Boston University council members

Consortium Council Treasurer

B. FIELD-BASED ADVISORY COMMITTEE

The Field-Based Advisory Committee will study and recommend plans and procedures for the implementation of a competency based field centered program. The membership will consist of no less than six, to be as equitably distributed between faculty and practitioners as is possible. Members appointed will serve a one-year term and may be reappointed. Members will be appointed by the chair.

C. PLANNING BOARD

Members shall be appointed by the Chairperson of the Council. The Planning Board is responsible for the development, evaluation, and recommentation of long-range goals and objectives of the Consortium Council.

D. CLUSTER COORDINATOR COMMITTEE

This committee is composed of Boston University School of Education faculty members who have been designated cluster coordinators. The committee's responsibilities are to monitor compliance with the Council's policies and procedures and to provide information, judgment, and recommendations necessary for the effective operation of the Council.

E. RESEARCH COMMITTEE

The research committee will be made up of members from the schools, agencies and Boston University. This committee will be formed by the Chairperson from among a pool of volunteers.

F. AD HOC COMMITTEES

An Ad Hoc Committee of the Council may be established at regular meetings of the Council by a simple majority vote.

ARTICLE VII.

MEETINGS

A minimum of four meetings will be held per academic year. Dates, locations, and times for meetings will be decided by the Consortium Council. Special meetings may be called by the Chairperson.

ARTICLE VII.

AMENDMENTS

Amendments to these By Laws will be submitted in writing by any member of the council one month prior to a vote. A majority vote will be required to enact an amendment.

ARTICLE IX.

The Consortium Council will operate under Roberts Rules of Order.